
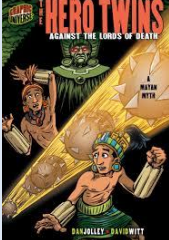

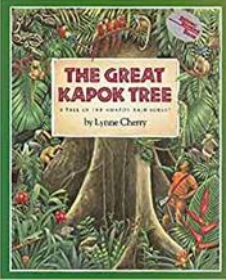

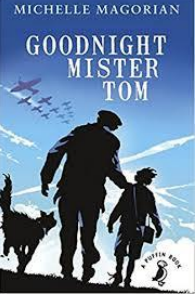
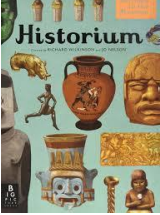
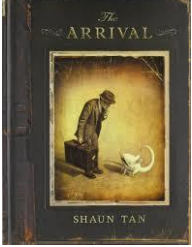
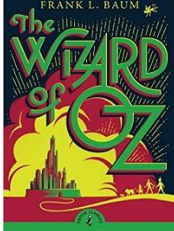



Year 6 Long Term Overview (Cycle A)

<p>Autumn 1: Who do you think you are kidding Mr Hitler? Should children have a say in what happens to them?</p>	<p>Autumn 2: In Memory of Mr Adlam <i>Why is it important to remember?</i></p> <p style="text-align: center;">Food For Thought <i>Why is important to remember?</i></p>	<p>Spring 1: Were the Mayan civilization civilized? What does being civilised mean?</p>	<p>Spring 2: Fabulous France! <i>What does it mean to be a neighbour?</i></p> <p>Easter: What did Jesus do to Save Human Beings?</p>	<p>Summer 1: Go Bananas in St. Lucia! <i>Does the place you live in define who you are?</i></p>	<p>Summer 2: Clashing Climates <i>What do you need to be resilient?</i></p> <p>Islam Study: How do you know what to believe?</p>
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Book Several Outcome
<p>Nobody speaks to Samantha-Jayne, The silent child with the fancy name, Who comes to school with hair a mess, And milk stains down her dirty dress, Who wears a coat that's far too small, And stands alone by the playground wall.</p> <p>Nobody plays with Samantha-Jayne, Who lives with her mum down Leadmill Lane, In a run-down flat that's dark and smelly, Who spends her nights glued to the telly, And sleeps in a bed that's damp and cold, In a dark little room that's full of mould.</p> <p>Poetry: Samantha Jayne by Gervase Phinn. (Characters) Be Very Afraid by Carol Anne Duffy</p> <p>Purpose: To describe Outcome: Narrative poem linked to fictional character Audience: Children in Samantha Jayne's Class</p>	 <p>Warboy by Michael Foreman/ linked to War Game Digital Literacy Link: https://www.literacyshed.com/the-christmasstruce.html ('War Game' extracts) 'Beyond the Lines' WW2 - https://www.literacyshed.com/beyondthelines.html</p> <p>Purpose: To persuade Outcome: Writing to persuade soldiers to join the football match Audience: Soldiers</p> <p>Site of Application: To entertain</p>	 <p>The Hero Twins by Dan Jolley and Dan Witt</p> <p>Purpose: To entertain Outcome: Write a new section of the myth, introducing a new house. Audience: Year 5/6 children to read their myths to each other</p> <p>Site Of Application: To inform</p>	 <p>A flash of light, Scaring people out of their skin, Fragging icy water, And crying out my anger. My black clouds, Drowning sunlight, Turning the air to black. Throwing bombs, Down they go, Blowing on civilian's heads. Umbrellas, My worst enemy, Sleeping and stabbing my weapons, Knocking them to the ground, Destroyed! At dark I keep my rain bullets, In my night fortress. I watch over you, With my bloodshot eyes, I don't know when, But I will plan my revenge. I am lightning.</p> <p>Poetry: Personification poetry linked to weather</p> <p>Purpose: To describe Outcome: Poems to go into travel agency/travel brochures or performance poetry to be displayed at the agency Audience: Year 6</p> <p>Site of Application: To inform</p>	 <p>The Great Kapok Tree</p> <p>Purpose: To report Outcome: News report about the destruction of the rainforest Audience: The rainforest tribes</p> <p>Site of Application: To recount (change the viewpoint – man, animals, tree?)</p>	 <p>The Flood by Alvaro F Villa</p> <p>Links to digital media: BBC weather reports – WAGOLL ideas – scripted weather reports.</p> <p>To incorporate the key End of Year Learning Objectives:</p> <p>Outcome 1:</p> <p>Purpose: To report The Flood – weather reports Outcome: Weather report about an extreme weather descending. Audience: The people of Bordon</p> <p>Outcome 2:</p> <p>Purpose: To entertain Outcome: Narrative about a flood happening Audience:</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p>Year 6 To use adverbs, prepositional phrases effectively for qualification and precision.</p> <p>To use expanded noun phrases effectively for qualification and precision.</p> <p>To use present perfect form of verbs to mark relationship of time and cause.</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or what an implied relative pronoun.</p>	<p>Year 6: To use present perfect form of verb relationship of time and cause.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader. E.g. bullet points, headings, table's columns.</p> <p>To draft and write by using a wide range of devices to build cohesion within the paragraphs.</p>	<ul style="list-style-type: none"> - Integrate dialogue to convey character and advance the action. - Use figurative language such as similes, alliteration, metaphors and personification in a range of writing. - Use semi colons, dashes, to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> - Use modal verbs or adverbs to indicate degrees of possibility. - Use hyphens to avoid ambiguity. - Use correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> - Use relative clauses beginning with who, which, where, when, whose, that or with an implied. - Use brackets, dashes, or commas to indicate parenthesis. - Use semi colons, colons, or dashes to mark boundaries between independent clauses. - Use of structures typical of informal speech. 	

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Book Several Outcomes
 <p>Goodnight Mr Tom by Michelle Magorian</p> <p><i>Links to digital media – Goodnight Mr Tom film extracts</i></p> <p>Purpose: To recount Outcome: A letter to aunt in the country to tell her your experiences of being in the country. Site of Application: To describe – The Blitz</p>	 <p>Usborne Introduction to the Second World War.</p> <p><i>Links to digital media</i> 'The Piano' https://www.literacyshed.com/war-and-peace-shed.html</p> <p>Purpose: To inform Outcome: Information as part of a museum display Audience: WW2 banquet and museum Site of Application: To persuade</p>	 <p>Middleworld by J&P Voelkel</p> <p>Purpose: To instruct Outcome: To write instructions for own video game Audience: New players Site of Application: To entertain</p>	 <p>The arrival by Shaun Tan (Migration)</p> <p>Purpose: To recount Outcome: Letters to family members at home at different points of the journey Audience: Family of the character Site of Application: To describe</p>	 <p>The Wizard of Oz by Frank L. Baum</p> <p>Purpose: To entertain Outcome: Story about escaping from a natural disaster Audience: Visitors to the school Site of Application: To report about the hurricane - munchkins</p>	 <p>Zahra – Literacy Shed clip (Stories from other cultures)</p> <p><i>To incorporate the key End of Year Learning Objectives:</i></p> <p>Outcome 1:</p> <p>Purpose: To recount Outcome: 'A day in the life...' from the little girl's point of view. Audience: children in a different country</p>
<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Key NC Statements</p>	<p>Outcome 2:</p>
<p>Year 6: To use the passive to affect the presentation of information in a sentence. E.g. I broke a window / the window in the greenhouse was broken.</p> <p>To use structures appropriate for formal speech and writing. eg subjunctive forms such as If I were, or were they.</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To use range of devices to build cohesion within and across paragraphs.</p> <p>To use correct subject and verb agreement when using singular and plural.</p>	<ul style="list-style-type: none"> - Use a colon to introduce a list - Punctuate bullet points correctly - Use relative clauses beginning with who, which, where, when, whose, that with an implied relative pronoun. - Use hyphens to avoid ambiguity. 	<ul style="list-style-type: none"> - Use a colon to introduce a list (punctuate bullet points correctly) - Use brackets, dashes or commas to indicate parenthesis. - Use further organisational and presentation devices to structure text. - Select language that shows good awareness of the reader. 	<ul style="list-style-type: none"> - Use of brackets, dashes, or commas to indicate parenthesis. - Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. - With Semi colons within a list. - Link ideas across a paragraph using a wider range of cohesive devices. 	<ul style="list-style-type: none"> - Integrate dialogue to convey character and advance the action. - Describe setting, character atmosphere - Use brackets, dashes, or commas indicate parenthesis. - Link ideas across paragraphs using wider range of cohesive devices. 	<p>Purpose: To persuade Outcome: Write a persuasive letter to the government to support funding water supplies in Africa Audience: The government or Adverts for 'Water aid' type charities.</p>

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	One Book Several Outcomes
 <p>Goodnight Mr Tom by Michelle Magorian Links to digital media – Goodnight Mr Tom film extracts</p> <p>Purpose: To entertain Outcome: The opening sequence of a story of the journey of an evacuee Audience: Army Friend</p> <p>Site of Application: To recount</p>		 <p>Historium The Viewer by Simon Crew</p> <p>Purpose: To inform Outcome: Writing to inform parents about life in Mayan Times Audience: Parents</p> <p>Site of Application: To instruct</p>	 <p>The arrival by Shaun Tan (Migration)</p> <p>Purpose: To persuade Outcome: Letters to governments about refugees Audience: To council/government</p> <p>Site of Application: To entertain</p>	 <p>The Wizard of Oz by L. Frank Baum/ Hurricane by David Wiesner</p> <p>Links to digital media: The Wizard of Oz film</p> <p>Purpose: To explain Outcome: Explanation of how the hurricane developed to the people of Munchkin Land. Audience: People of Munchkinland</p> <p>Site of Application: To recount – viewpoints – witch, munchkins, Dorothy, Toto?</p>	 <p>The Three Pigs (The Guardian)</p> <p>https://www.youtube.com/watch?v=cnmc9nBeOY</p> <p>To incorporate the key End of Year Learning Objectives:</p> <p>Outcome 1:</p> <p>Purpose: To describe Outcome: Character witness statement describing the pigs/wolf from the other POV Audience: police</p> <p>Outcome 2:</p> <p>Purpose: To persuade Outcome: Court statement persuading them not to jail the pigs. Audience: jury</p> <p>Outcome 3:</p> <p>Purpose: To report Outcome: News/paper report about the court case. Audience: reader's of the newspaper.</p> <p>NC Statements</p>
<p>NC Statements</p>		<p>NC Statements</p>	<p>NC Statements</p>	<p>NC Statements</p>	
<p>Year 6: To link ideas across paragraphs using a wider range of cohesive devices e.g repetition of a word or phrase, grammatical connections.</p> <p>To integrate dialogue to convey character and advance.</p> <p>To use a wider range of clause structures</p> <p>In narrative to describe settings, characters and atmosphere.</p>		<ul style="list-style-type: none"> - Use semi colons, colons or dashes to mark boundaries between independent clauses. - Link ideas across paragraphs using wider of cohesive devices. Eg repetition of words. - Use present perfect form of verbs to mark relationship of time and cause. 	<ul style="list-style-type: none"> - Use further organisational and presentational devices to structure text and to guide the reader. E.g heading bullet points. - Use a wide range of structure varying their position within the sentence. - Use correct subject and verb agreement when using singular and plural. - Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision. 	<ul style="list-style-type: none"> - Use semi colons, colons, or dashes to mark boundaries between independent clause - Use hyphens to avoid ambiguity - Use of brackets, dashes, commas. 	

Objectives to be taught through all learning journeys:

Composition:

plan their writing by:

- *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary*

draft and write by:

- *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action*
- *precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]*

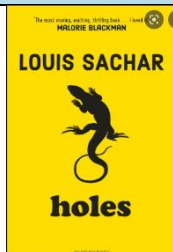
evaluate and edit by:

- *assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*
- *ensuring the consistent and correct use of tense throughout a piece of writing*
- *ensuring correct subject and verb agreement when using singular and plural*
- *proof-read for spelling and punctuation errors*
- *perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.*

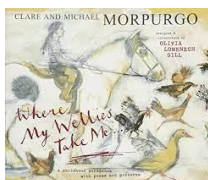
Transcription to be taught through 'Spelling Shed' and applied to writing outcomes.

Handwriting to be taught through 'Penpals' where appropriate.

Guided Reading



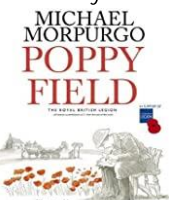
Holes by Louis Sachar (Whole text)



Where My Wellies Take Me by Michael Morpurgo (poetry – countryside)

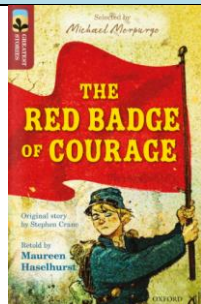


Goodnight Mr Tom by Michelle Magorian (extracts and text driver) (fiction)

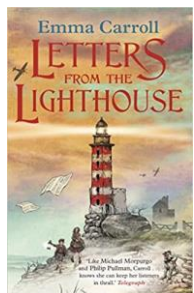


Poppy Field by Michael Morpurgo

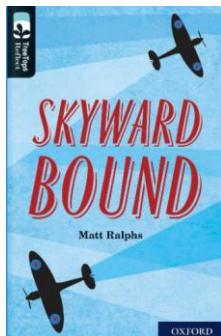
Guided Reading



The Red Badge of Courage by Michael Morpurgo (fiction) Oxford Owl – Dark Blue

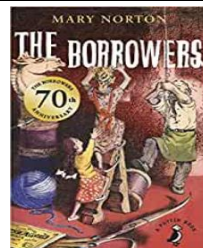


Letters from the Lighthouse by Emma Carroll

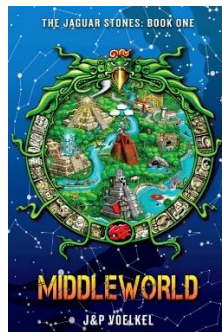


Skyward Bound by Matt Ralphs (Oxford Owl Dark Red)

Guided Reading

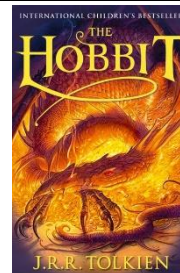


The Borrowers by Mary Norton



Middleworld by J&P Voelkel

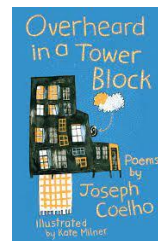
Guided Reading



The Hobbit by JRR Tolkein



The Highwayman by Alfred Noyes



Joseph Coelho: Overheard in a tower block (poetry)

Guided Reading



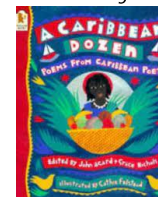
Beetle Boy MG Leonard Love Reading 4 kids



The Wonder Garden by Jenny Broom Love Reading 4 kids



The Girl Who Stole an Elephant by Nizrana Farook Love Reading 4 kids



Caribbean Dozen by John Agard (poetry)

Guided Reading



The Storm Child by Michael Morpurgo Oxford Owl – Dark Red



The Drowning Day by Anne Cassidy Love Reading 4 Kids

